WHAT IS A CAPSTONE?

The Capstone is the culminating general education course at Portland State University. The Capstone course has three primary objectives:

1. allow students to apply their area(s) of expertise to real-world issues and problems;
2. to give students experience working in an interdisciplinary team context; and
3. to empower students to become actively engaged in their community.

Capstone courses are designed to build cooperative learning communities among students and contribute to student success. Students are required to engage in their type of community-based learning in order to enhance their ability to communicate and interact with diverse populations, as well as to further their capacity to think critically about the social, cultural, economic and environmental issues facing our society. Placement sites vary significantly, including educational institutions, environmental organizations, for-profit businesses, on-campus organizations, and government and social service agencies.

A University Studies Capstone consists of a course or course series totaling six credit hours. Each Capstone team of students develops a strategy to address a problem or concern in the community and implements this strategy over one, two or three quarters of work. Each Capstone experience will be designed in accordance with the educational objective of the course and the community issue being addressed.

DO I NEED TO TAKE A CAPSTONE?

If you choose to follow the General Education curriculum, you are required to complete a Senior Capstone course. See your advisor to discuss your particular requirements and options for choosing the appropriate course that best suits your educational needs. If you are uncertain who your academic advisor is, visit www.pdx.edu/advising.

HOW DO I REGISTER FOR A CAPSTONE?

You can register for a majority of the Senior Capstone courses (UNST 421) as you would for any other PSU course using the Course Registration Number (CRN) listed in the PSU Class Schedule. Please read the descriptions of the Capstone carefully, as many have additional time or off-campus requirements. You may be asked to e-mail the professor for permission to register. **PLEASE NOTE**: Students who miss the first class session and fail to notify the instructor before class may be dropped from the course.

WHERE DO I GO FOR MORE INFORMATION?

The Capstone program is located in the University Studies Office, Cramer Hall 117. The office is open Monday – Friday from 8 a.m. to 5 p.m.
You may contact us at 503-725-5890 or askunst@pdx.edu. Each Capstone has an ePortfolio site with more information about the course: Capstone.unst.pdx.edu

University Studies
PO Box 751, Portland, Oregon 97201
Phone: 503-725-5890, Fax: 503-725-5977
Email: askunst@pdx.edu, on the web: www.pdx.edu/unst
The Capstone Capsule provides a general description of each Capstone and an estimate of which term(s) the Capstone is offered. Course details and scheduling are subject to change due to University and Community Partner resources. **Students should always consult the PSU Class Schedule prior to registration, contact the instructor directly, or contact University Studies regarding the availability of the Capstone if additional planning is required.**

<table>
<thead>
<tr>
<th>Capstone Title</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Grants: Aiding Shelter Pets</td>
<td>SUM</td>
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<tr>
<td>Animal Grants: Grantwriting for Wildlife Conservation</td>
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<tr>
<td>Animal Grants: Orangutans</td>
<td>SP</td>
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<tr>
<td>Are We Too Violent</td>
<td>F</td>
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<tr>
<td>Art and Social Change</td>
<td>SUM</td>
<td></td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Bat Diversity in Portland’s Parks</td>
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<tr>
<td>Bilingual Education (2 Terms)</td>
<td>F/W</td>
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<tr>
<td>Boys and Girls Club</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Community Event Planning</td>
<td>F</td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Community Greenworks</td>
<td>SUM</td>
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<tr>
<td>Community Psychology (Two Terms)</td>
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<td>W/SP</td>
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<tr>
<td>Costa Rica (Education Abroad)</td>
<td>SUM</td>
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<tr>
<td>Creating Age-friendly Communities</td>
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<tr>
<td>Creating Global Citizens</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Creative Reuse</td>
<td></td>
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<tr>
<td>Cultural and Ecological Education</td>
<td>F</td>
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<tr>
<td>Cultural Ecology in the Urban Forest</td>
<td>SUM</td>
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<tr>
<td>Cultural Exchange with Refugees</td>
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<tr>
<td>Current Issues Pregnancy and Birth</td>
<td>F</td>
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<tr>
<td>Design/Edit for Donor Outreach</td>
<td>F</td>
<td>W</td>
<td>SP</td>
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<td>Effecting Change: Russia (Flagship Program only)</td>
<td>F/W/SP</td>
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<tr>
<td>Effective Change Agent</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Embracing Size Diversity – Every Body Matters</td>
<td>SUM</td>
<td></td>
<td>W</td>
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<tr>
<td>Empowering &amp; Advancing Women in STEM</td>
<td>F</td>
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<tr>
<td>Engaging Democracy (2 terms)</td>
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<td>Environmental Justice: Salmon in the Pacific NW</td>
<td>SUM</td>
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<tr>
<td>Equal Access to Justice</td>
<td>F</td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Evaluating Criminal Justice Interventions</td>
<td></td>
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<td>SP</td>
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<tr>
<td>Farm Education for Youth</td>
<td>F</td>
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<td>SP</td>
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<tr>
<td>Gender and Violence</td>
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<tr>
<td>GirlPower!</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
</tr>
<tr>
<td>Girls Rock Camp</td>
<td>SUM</td>
<td></td>
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</tr>
<tr>
<td>Global Youth in Portland</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
</tr>
<tr>
<td>Grantwriting: Environmental Defense</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
</tr>
<tr>
<td>Grantwriting: Language Sustainability</td>
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<td>W</td>
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<tr>
<td>Grantwriting: Sustainability</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
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</tr>
<tr>
<td>Healthcare Disparities</td>
<td></td>
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<tr>
<td>Health Professionals as Agents of Change</td>
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<td>SP</td>
</tr>
<tr>
<td>Hunger PSU and Portland</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
</tr>
<tr>
<td>Immigration and Refugee Resettlement</td>
<td>F</td>
<td>S</td>
<td>SP</td>
<td></td>
</tr>
<tr>
<td>Indigenous Grantwriting</td>
<td>F</td>
<td></td>
<td></td>
<td>SP</td>
</tr>
<tr>
<td>Inside/Out Prison Exchange</td>
<td></td>
<td></td>
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<tr>
<td>Japan/Chinese Language Program for Youth (2 Terms)</td>
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<td>W/SP</td>
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<td>Course</td>
<td>Term</td>
<td>Section</td>
<td>Year</td>
<td>Notes</td>
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<tr>
<td>Juvenile Justice</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Leadership and Educational Equity</td>
<td>F</td>
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<td>SP</td>
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<tr>
<td>Leadership and Mentoring</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Learning from Persons With Disabilities</td>
<td>SUM</td>
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<td>SP/SP</td>
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<tr>
<td>Learning Gardens</td>
<td>SUM</td>
<td>F</td>
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<tr>
<td>LGBT Seniors</td>
<td>F</td>
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<tr>
<td>LGBTQ History</td>
<td></td>
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<tr>
<td>Linking the Generations</td>
<td>SUM</td>
<td>F</td>
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</tr>
<tr>
<td>Math and Society</td>
<td>SUM</td>
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<tr>
<td>Medieval Portland</td>
<td>SUM</td>
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<tr>
<td>Meditation for Global Healing</td>
<td>SUM</td>
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<tr>
<td>Mentoring and Empowerment at NAYA</td>
<td>SUM</td>
<td>F</td>
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<td>Metamorphosis: Inside/Out</td>
<td>SUM</td>
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<td>Middle School Equity and Inclusion</td>
<td>SUM</td>
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<tr>
<td>Mobilizing Hope: Engaged Spirituality</td>
<td>SUM</td>
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<td>SP</td>
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<tr>
<td>Multimedia Production Team</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Natural Food Industry</td>
<td>SUM</td>
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<tr>
<td>Performing Arts Advocacy</td>
<td>F</td>
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<td>W  SP</td>
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<td>Philosophy for Children</td>
<td>F</td>
<td></td>
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<tr>
<td>Portland's Water</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Queer and Trans Youth</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
</tr>
<tr>
<td>Racial Equity in Oregon (Summer – Housing focus)</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Refugee Resettlement</td>
<td>SUM</td>
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<td>Refugee and Immigrant Youth</td>
<td>F</td>
<td></td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Reporting Live (Education Abroad)</td>
<td>F</td>
<td></td>
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</tr>
<tr>
<td>Research and Society</td>
<td>SUM</td>
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<tr>
<td>Research Experience for Science Majors</td>
<td>SUM</td>
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<tr>
<td>Rise for the Planet</td>
<td>SUM</td>
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<td>W  SP</td>
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<tr>
<td>Science Inquiry Outdoor Classroom</td>
<td>SUM</td>
<td></td>
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<td>W  SP</td>
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<tr>
<td>Social Justice in K-12 Education</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Social Movements</td>
<td>SUM</td>
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<tr>
<td>Spain Capstone – Discovering Spain: A Sense of Place</td>
<td>SUM</td>
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<td>Spain Capstone – Zamora – Spain, Society and Culture</td>
<td>SUM</td>
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<td>Strengthening Headstart</td>
<td>SUM</td>
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<tr>
<td>Story, Portrait and Civic Action</td>
<td>SUM</td>
<td></td>
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<td>W  SP</td>
</tr>
<tr>
<td>Summer Youth Enrichment</td>
<td>SUM</td>
<td></td>
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<tr>
<td>Sustainable Food Systems and Educational Farms</td>
<td>SUM</td>
<td>F</td>
<td></td>
<td>SP</td>
</tr>
<tr>
<td>Sustainable Living</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
</tr>
<tr>
<td>Tutoring Adult ESL</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
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<tr>
<td>Water Scarcity</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
</tr>
<tr>
<td>Whole Systems Living in the Columbia Gorge</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
<td>SP</td>
</tr>
<tr>
<td>Women's Prison Gardens</td>
<td>SUM</td>
<td>F</td>
<td>W</td>
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*Subject To Change – contact instructor for information*
Animal Grants: Aiding Shelter Pets (SP, SUM)
Kimberly Mukobi, kmukobi@pdx.edu
Approximately 2.7 million healthy, adoptable cats and dogs - about one every 11 seconds - are euthanized in U.S. shelters each year. This class partners with the West Columbia Gorge Humane Society (http://wcghs.org/) to further its goals of eliminating the unnecessary euthanasia of healthy or treatable companion animals in the community and finding them permanent, loving homes. Students will participate in the various aspects of grant writing, including locating appropriate funders and ascertaining the needs of the community partner, as well as writing and reviewing grant proposals. A significant portion of this course is spent in online discussions, allowing students to explore the social/cultural dynamics of pet overpopulation, the ethical dilemmas presented by it, and the rise of the no-kill revolution in the United States. The end project will be a presentation and portfolio of grant proposals addressing the current needs of the West Columbia Gorge Humane Society. Please contact instructor for any potential changes to community partner.

Animal Grants: Orangutans (SP)
Kimberly Mukobi, kmukobi@pdx.edu
This Capstone partners with one of those organizations, the Orangutan Conservancy (www.orangutan.com), to further its goals of protecting orangutans in their natural habitat through research, capacity building, education and public awareness programs, and by supporting numerous on-the-ground efforts to save Southeast Asia’s only great ape. Students will participate in the various aspects of grant writing, including locating appropriate funders and ascertaining the needs of the community partner, as well as writing and reviewing grant proposals. This is a fully online course, and a significant portion involves research and discussions regarding critical issues in wildlife conservation. The end project will be a presentation and portfolio of grant proposals addressing the current needs of the Orangutan Conservancy. Please contact instructor for any potential changes to community partner.

Are We Too Violent? (F)
DeEtte Waleed, dwaleed@pdx.edu
Fergusson and other incidents of police violence have brought our own violence into sharper focus for us. What makes us violent? Is violence increasing? Can we change? Students will research causes of violence and learn strategies to overcome violence. Teams will interview individuals in the US and developing countries affected by wars and violence. You will work to plan and create a short film or other public education event with our community partners.

Animal Grants: Grantwriting for Wildlife Conservation in Africa (F)
Kimberly Mukobi, kmukobi@pdx.edu
This class partners with the Kasese Wildlife Conservation Awareness Organization (www.kasesewildlife.org) to further its goals of creating wildlife awareness and increasing conservation efforts in Uganda (East Africa) through the education of Ugandan communities. Students will participate in the various aspects of grant writing; including locating appropriate funders and ascertaining the needs of the community partner, as well as writing and reviewing grant proposals. A significant portion of this course involves online discussions regarding critical issues in preserving wildlife. The end project will be a presentation and portfolio of grant proposals addressing the current needs of the Kasese Wildlife Conservation Awareness Organization. Please contact instructor for any potential changes to community partner.

Art and Social Change (SUM, W, SP)
Conrad Schumacher, cschumac@pdx.edu
The working thesis for this class is that for Art, or indeed anything/anyone, to effect change in a society the work/ideas must be palatable to the majority, real and tangible in terms of outcomes and sustainable over time. We never get far when we try to change using hate, anger, force or such "clubs." This course is open to anyone intrigued with the questions raised by public Art (and possibilities of Art) in our society. This Capstone should be of particular value and interest to students who have a desire to teach, create, work collaboratively and inspire. Students will develop Art Literacy lessons to teach/be taught in...
underprivileged public schools. A website of these lessons will be created and published as a teacher resource. This course will require some flexibility from students when/if it comes to the scheduling of the Art Literacy lesson-teaching component.

**Bat Diversity in Portland's Parks (SP)**
Pamela Thompson, pamela.thompson@pdx.edu
Urban environments typically provide limited opportunities for the observation of plants and animals in their natural settings. Portland is unique in its large number of nature parks and green spaces within the metropolitan area, and the large interest the public has in understanding native wildlife. There has been limited research on the bat species inhabiting these spaces. Students participating in this capstone will work with Portland Parks and Recreation personnel to document the bat species diversity and ecological variables of these sites. Opportunities to engage in public education and outreach activities will be provided through the development of written resource materials. There will be several field trips to parks around Portland to monitor bats through acoustic surveys, and to classify vegetation characteristics.

**Bilingual Education (F/W)**
Shayna Snyder, shays@pdx.edu
This Capstone is spread out over two terms (3 credits each in fall and winter) and centers on two community-service components. First, students will volunteer as tutors/classroom aides in a bilingual Spanish/English dual immersion program at a local elementary school. In addition, students will design a classroom activity for a website which serves as a resource for teachers in need of interactive activities in Spanish (www.sca.pdx.edu/).

During the course, students will read and discuss material that complements their volunteer experience. Students will also keep reflective diaries (one entry per week) summarizing and analyzing their experiences as classroom aids. Each student will write a critical summary on two articles per term dealing with issues related to bilingual education. The summaries may be written in English or Spanish. All Capstone participants must be able to demonstrate oral proficiency in Spanish at the 300 level.

**Boys and Girls Club (SUM, F, W, SP)**
Heather Petzold, petzoldh@pdx.edu
This course focuses on the importance of service learning in our community. As a class, we will have the opportunity to discover, evaluate, and reflect on the needs of our community by creating and facilitating educational workshops, mentoring, and exploring fundraising opportunities for the Boys and Girls Club. Students will learn respect for themselves and others as part of a community and will promote teamwork, leadership and problem solving skills. Community issues to be addressed include: listening, intercultural communication, leadership, mediation, and cooperative learning skills. Each student will have the opportunity to mentor at the club site (Meyers Boys and Girls Club). As we are working with youth, students will need to pass a background check in order to fulfill the requirements of the course (to be completed on the first day of class).

**Community Event Planning (F, W, SP)**
Glorie Gary, totteng@pdx.edu
This fully online course is for students who are interested in creating and facilitating a community event. This Capstone partners with Multnomah County Developmental Disabilities (and their community partners). Each term, students will plan and facilitate a community event that has already been arranged with the community partner prior to the start of each term. Students will be challenged to develop skills in: event planning, speaking, listening, building community relationships, and affecting social change. This course will not be addressing fundraising or grant writing as part of event planning. Assignments will include: reading, student reflection, self-observations, online class discussion, peer to peer feedback, and task activities related to the event. Students will be challenged to: critically think about their role in social responsibility, evaluate their interactions with DD individuals/communities and how they are affecting social change, and identify challenges that exist when addressing an issue. This course is fully online, and does not require Instructor Approval. There is no required text for this class.
Community Greenworks (SUM)
Cynthia Gomez, gomezc@pdx.edu
This Capstone offers students an analysis of social justice; a framework that promotes successful civic engagement; and an application of these principles in community settings. Students choose from several projects that best fit interests, expertise and schedules, and complete team projects with community partners addressing a pre-determined need and promoting lasting change in the community. Projects will focus on the three areas of sustainability: social equity, the economy and the environment.

Community Psychology (W/SP)
Greg Townley, gtownley@pdx.edu
Note: This is a two-term Capstone (winter and spring terms), and has a four credits per term option. A three credit option is also available over two terms.
This course focuses on applications of basic psychological knowledge and methods to community problems. Students join a work team providing consultation to a community organization or agency. Students have an opportunity to choose from a number of field projects in cooperation with community agencies engaged in social service in the fields of health, education, corrections, welfare, and others.
Projects result in products of value to community agencies such as program evaluations, climate studies or volunteer recruitment videos. Students develop consultation and group skills, work collaboratively with community partners, and learn about the field of community psychology.

Costa Rica (SUM)
Celine Fitzmaurice, celine@pdx.edu
This program offers a two week course of cultural and Spanish language immersion for social workers in Costa Rica (course A) with an optional extended stay for independent study and volunteer experience (Course B). The course is designed for graduate students, but is available to Bachelors in Social Work (BSW) students with consent of instructor and the BSW Program Director. To learn more about course options, please see below:
Course A (Required): The Cultural and Spanish Language Immersion for Social Workers class is a two-week course offered with home stays in Grecia, Costa Rica. The academic content includes daily Spanish classes in the morning and afternoon lectures about Latino culture, Central American social services, and the social work profession in Costa Rica compared and contrasted with the United States. There are several field trips to various social service organizations around the central region of Costa Rica.
Course B (optional extended stay): The optional extended stay will be available for one additional credit that students will register for as an independent study SW 405/505 Readings and Conference course. During this additional week students will participate in additional Spanish classes in the morning with visits to agencies and volunteer work within the local community in the afternoons.

Creating Age-friendly Communities (SP)
Alan DeLaTorre, aland@pdx.edu
Our region, as well as world, is witnessing a rapid and unprecedented growth in the proportion and number of older adults. The window of opportunity for preparing communities is shrinking rapidly. This researched-based course seeks to improve understanding of physical, social, and service environments and it aims to share research findings with local partners in an effort to make the Portland region a better place for those of all ages and abilities. Students will receive research training and will cover topics related to public health, urban planning, community development, and policy.
Students will engage in community-based participatory research that has been cultivated through a partnership with Age-friendly Portland and Multnomah County Advisory Council.

Creating Global Citizens (SUM, F, W, SP)
Laura Mulas, mulas@pdx.edu
Global citizenship is of utmost importance as our societies are increasingly becoming more connected through media and technology. There is a growing disparity in the American school system that allows only the privileged students to participate in meaningful and engaging cultural learning. Schools that receive funding and support are able to facilitate cultural exchanges in person for students and faculty, while the majority of students in the public system receive little financial support and are left without any type of cultural exchange or enrichment program. This capstone will provide this needed and valuable cultural
exchange. This course focus is creating a vibrant online cultural exchange platform to be used by paired K-12 teachers in Spain and Portland. This course will include an introduction to online tools and platforms, pedagogy and rational for promoting global consciousness and citizenship. Capstone students will work in small groups to design lessons for the platform that K-12 teachers will use in their classroom. In addition the students will create tutorials for the teachers and a promotional and informational video.

Important note — In order to fulfill the dynamic online assignments you will need a computer, internet access, webcam, microphone, and speakers, in order to participate and to interact with the instructor and other students.

Creative Reuse (SP)
Amy Steel, asteel@pdx.edu
This Capstone facilitates a creative reuse afterschool art program at Arleta Elementary. Assignments and activities will include: field trips to SCRAP, Helen Gordon, The Children’s Museum, and the PSU Reuse Center; reading assignments about reuse, environmental education, learning centers and teaching; facilitating after school art activities at Arleta Elementary School; and a variety of creative assignments linked to course themes.

Cultural and Ecological Education (F, SP)
Gabe Sheoships, gabe@tryonfriends.org
This community-based learning class is designed to ignite question, wonder, and reflection related to the ways we educate ourselves and the next generations as stewards of this planet. Through lived experiences, classroom exercises, relevant readings, and group projects, students will gain a wider and deeper appreciation of ecological, sustainability, and science education. Service in this class will focus on the Friends’ Nature Explorations for School Groups field trip program. Capstone students will have the opportunity to serve as Nature Guides for small groups of kindergarten and elementary aged students visiting the park. As our population has become more urbanized and technology oriented, children have fewer and fewer opportunities to interact with the natural world. We are all dependent on healthy ecosystems to support life on our planet, including our own, and we are increasingly asked to examine issues involving the environment. In order to make informed decisions about our personal role in supporting the environment, the Friends of Tryon Creek feel it is important to experience the natural world directly. The programs offered at the Park are oriented toward helping individuals develop personal connections to the living earth and begin learning science in a participatory way. It will be the role of Capstone students to assist children in their explorations of the Park and help them develop a comfort with our natural systems.

Cultural Ecology in the Urban Forest (SUM)
Gabe Sheoships, gabe@tryonfriends.org
This course is taught at Tryon Creek State Park, located just 15 minutes from PSU. Learn to effectively educate for sustainability through nonformal, outdoor experiences. Students will examine current practices in education for sustainability and outdoor and environmental education. Students will then use this information to create informative, engaging programs for Nature Day Camp participants. Student learning will benefit from discussion, team work, outdoor experiences, and practical application. This class meets Tuesday and Thursday afternoons from 1:00 – 4:00 pm at the Tryon Creek State Park Nature Center. More information is available at (www.tryonfriends.org) or by contacting the course instructor.

Cultural Exchange with Refugees: Learning and Adjusting Together in Portland (SP)
Susi Steinmann, susi.portlandmeetportland@gmail.com
This Capstone partners with a non-profit Portland Meet Portland (portlandmeetportland.org) in order to meet, empower and learn from adults and youth in diverse refugee communities in Portland. The Capstone aims to strengthen cross-cultural learning, understand urban development issues and support positive pathways for refugee adjustment. Students are matched with diverse refugees and will document with text or video newcomers’ social and economic livelihoods and community maps. In exchange, students will introduce refugees to their own social, economic and educational spaces - expanding refugees’ awareness of opportunities in the wider community.
**Current Issues: Pregnancy and Birth: Breastfeeding (F, W)**
Carrie Cohen,eco@pdx.edu
Our community partner will be the Family Preservation Project as we work to address prenatal and postpartum support for women during and after incarceration. We will work with the FPP and possibly also the Department of Corrections and Coffee Creek Correctional Facility to create a needs assessment for mothers, staff and hospitals. Additionally we will examine models from around the world be assist with improving prenatal and postpartum support education, resources and services for families during incarceration. Please note: In the event that students are able to work with moms currently incarcerated at Coffee Creek CF, students will need to complete a background check. Additionally, while most work will be completed during class time, there may be 1-2 days where some (or all) students may need to be off campus, including one Saturday in early-mid May to conduct a focus group, or to visit Coffee Creek.

**Design/Edit Organ Donor (F, W, SP)**
Patrice Ball, p@pdx.edu
Students will expand their understanding of small document design to think more critically about design decisions and the basic principles of layout, typography, color usage, and space, as well as basic editing practices. Students will work with the nonprofit agency Donate Life Northwest (DLNW) while learning about their mission to save/enhance lives through the promotion of organ, eye, and tissue donation. Students will design/edit promotional documents using Adobe InDesign (no experience necessary), while integrating knowledge from their own field of study, familiarity with today's popular culture, and the community partner's mission to increase registration of voluntary organ donors in the Pacific Northwest.

**Effecting Change: Russia (F/W/SP)**
Anna Alsufieva, a@pdx.edu
This Capstone is restricted to students who are enrolled in PSU Russian Flagship Program and the course is conducted completely in Russian. Intercultural competence is an important skill that one needs to acquire to be a successful and contributing member of modern global society.

**Effective Change Agent (SUM, F, W, SP)**
Heather Petzold, p@pdx.edu
This course is for students interested in being effective change agents for the public good. Each student (individually or with others) will take the initiative before the Capstone begins to arrange a project with a community organization. This project may be an existing relationship or one sought for the purpose of this class. A minimum of three working hours per week with the organization is required. During the course, students will be supported and challenged to develop skills in speaking, listening, building relationships, and coordinating action. Through class discussions, practices, reading, and self-observations, students will recognize and explore the four University Studies' goals and make meaning of how they apply to our everyday lives. Each student is expected to bring to the first day of class a confirmation letter from their community sponsor. This letter should include the student's name, the focus and time frame of the project, a description of the types of people with whom the student will interact, and the sponsor's signature. Permission of instructor required. Contact instructor by e-mail (2hap@comcast.net) for full details regarding course requirements.
Embracing Size Diversity – Every Body Matters (SUM, W, SP)
Lindsey Schuhmacher, lschuhma@pdx.edu
This course focuses on fatness as a social and cultural construction, examining the relationship between discrimination caused by body size and gender, race, and social class. Students will use social justice and healthcare perspectives to question weight bias and explore ways in which the fat community and its supporters resist sizeism.

Empowering and Advancing Women and Underrepresented Students in STEM (F)
Marilyn Mackiewicz, mackiewi@pdx.edu
This capstone will focus on building skills in effective communication, negotiation, leadership, networking, mentoring, and professional development (leading focus groups and interviewing). These are skills traditionally not learned in a classroom and are essential to advancing successful STEM careers. Capstone students will work in teams to design, implement, and evaluate a 1-day workshop to coach and transfer STEM career preparation skills to students in the Apprenticeships in Science and Engineering program” (ASE).

Engaging Democracy (W/SP)
Richard Clucas, clucasr@pdx.edu
This Capstone takes place over the winter and spring term, and is only offered every other year, when the Oregon Legislature has a full session. One of the most pressing problems in American politics today is that the public feels increasingly distant from elected leaders. To many reformers, the health of the nation’s democracy can only improve by getting more young people involved in politics. The Engaging Democracy capstone addresses this problem by having students assist Oregon legislators during the legislative session in Salem, where they will help handle the broad range of responsibilities placed on legislative staff. During classroom times, students will learn about the position of legislatures in American politics and the character of Oregon politics. As a final project, the students will work together on a web-based guide to the Legislative Assembly. The work in the capitol will be arranged around each individual student’s schedule. Carpooling should be available. It is likely we will have some funds to offset travel costs.

Environmental Justice and Salmon (SUM, F)
David Osborn, dosborn@pdx.edu
In recent years, social movement organizations have increasingly strived to address the overlapping problems of environmental degradation and social inequality. Realizing that environmental problems disproportionately affect marginalized communities, these movements have attempted to address the social, political and economic root of what they frame “environmental injustice.” This course will combine an analysis of the literature on environmental justice movements with a hands-on project to address the social and ecological fallout of the damming of Celilo Falls on the Columbia River. Partnering with native community groups, students will (1) examine the historical causes and contemporary consequences of the dam for local native and non-native communities and the environment, (2) explore the potential for an environmental justice movement to address the social and ecological wounds caused by the dam, and (3) engaging in organizing work to raise community awareness and lay the ground work for environmental justice mobilization.

Equal Access to Justice (F, W, SP)
M. Khalil Zonoozy, zonoozym@pdx.edu
A comprehensive and engaging examination of contemporary multicultural and cross-cultural imperatives, this Capstone explores the barriers to justice for ethnic and racial minorities. Special attention will be given to the US institutional structure and the justice system. Utilizing a progressive and proactive approach, students will acquire a deeper understanding, awareness and appreciation of the root causes of the existing disparities. Their learning outcome will be enhanced through design and formulation of proactive solutions to secure fairness, equity and justice for all.

Evaluating Criminal Justice Interventions (SP)
Donald Trapp, dtrapp@pdx.edu
Project 57 is multi-agency, multi-faceted program to manage what have been identified as chronic offenders in Multnomah County, Oregon. The purpose of this Capstone is to develop and undertake an evaluation of this program from both a process and outcome perspective. Students will work with all stakeholders in this program at
various sites in the community. The final product will be a summary, presented orally and in writing, of the research findings.

Farm Education for Youth (F, SP)
Celine Fitzmaurice, celine@pdx.edu
Community food security is a condition in which all community residents obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system that maximizes community self-reliance and social justice. (Hamm and Bellows, 2003) This course will explore the concept of food security with a particular focus on youth. In addition, we will discuss ways to build a sustainable food system which takes into account the social, environmental, and economic dimensions of food.
The course will partner with the Sauvie Island Center (www.sauvieislandcenter.org) to provide farm-based field trips for elementary age youth from low-income schools. Capstone students will lead one field trip each week from 9am-2pm on either Wednesday, Thursday, or Friday. We will meet in the classroom on Tuesdays for weekly exploration of the course themes.

Gender and Violence (SP)
DeEtte Beghtol Waleed, dwaleed@pdx.edu
Gender and Violence will study gender-based violence in the US and internationally. In this course, students will study the underlying and deep-rooted social issues and systemic violence that lead to gender violence worldwide. Students will research and interview people providing creative solutions in the field. Working with the Americans Overseas Domestic Violence Crisis Center (AODVC), stude77nts will research laws in countries around the world regarding domestic violence and sexual assault. They will develop “Know Before You Go” information packets and will contribute towards the Global Sexual Assault Response Database for people traveling, studying or living abroad.

GirlPower! (SUM, F, W, SP)
Sally Eck, ecks@pdx.edu
In this course, we will be working with our community partner, the local non-profit organization; the IPRC (Independent Publishing Resource Center). Our project is to coordinate a series of *rap sessions* with local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project – where they will write, edit, and publish a grassroots, mini-magazine with our class. In preparation for this project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.

Girl’s Rock Camp (SUM)
Molly Gray, mcg@pdx.edu
The Rock & Roll Camp for Girls is a local non-profit organization that works to build girls’ self-esteem through musical & performance mentorship as well as empowers/prepares young women of diverse backgrounds for leadership roles within their communities. Students in this Capstone will examine contemporary social issues related to the lives of girls today, as well as participate in Rock Camp programming & the creation of a final communication plan to secure on-going community support & sustainability for the camp.

Global Youth in Portland (SUM, F, W, SP)
Jenna Padbury, padburyj@pdx.edu
This capstone course meets only 1 day a week on campus, requires online participation, and requires service in the community. During this course students will learn about refugee resettlement, immigration, and the systemic educational obstacles that English learners and urban youth face. Capstone students will serve as homework helpers and teaching assistants. They will either serve in a school setting during the day 4-5 hours per week or they will be leaders in an after school homework club two days a week Mon. and Wed. or Tues. and Thurs. Please see the community partner description for specific details about required availability.

Grantwriting for Environmental Defense (SUM, F, W, SP)
Lisa Jo Frech, ljfrech@pdx.edu
Environmentalism is a philosophy and social movement (come call it a revolution) involving both protection and improvement of the health of our natural environment. This service-learning class uses an experiential approach: students learn to research and write compelling grant proposals by engaging in the process of writing real proposals to be used by our Community Partner in its pursuit of funding. Students in this Capstone
course partner with a Portland based nonprofit organization who advocates for our natural resources, the wild, and the preservation of these special places.

**Grantwriting: Language Sustainability** (W)
Nairyo Kono, nario@pdx.edu
Tentative for Winter of 2019
The goal of this course is to provide students professional skills for grant proposal writing in the field of language diversity and sustainability. Along with the proposal writing skills, the students will learn a solid background in historical and societal issues that influence language diversity through hands-on collaboration with current language sustainability efforts. This Capstone partners with one of the endangered language communities in the Northwest, the Warm Springs Tribal Language Program. The students will develop grant proposals that will support the community partner in their work to offer language diversity in their communities. General class instruction will be exclusively online and those students who can meet at the PSU campus may be able to participate in a visit to the language communities to increase students’ practical understanding of the language issues and community needs in order to produce effective grant proposals. Please contact instructor for updates on community partners.

**Grantwriting: Sustainability** (SUM, W, SP)
Tracy Dillon, dillont@pdx.edu
You will be writing real-world grants (or coming as close to that goal as possible given our short 10-weeks together) in order to enhance your professional development. You may a) choose a grant writing project/partner from the list provided in your "Partners" panel (right-hand column), b) bring your own community partner into the course and work on a grant for project you already are passionate about, or c) seek out a faculty member (preferably someone you admire and would like to work with) in your major discipline and help out on a grant that they is pursuing.

**Health Professionals as Agents of Change** (SP)
Alissa Leavitt, agg@pdx.edu
Do you ever wonder what health care will look like in 5 -15 years from now? How do personal, social, political, economic, cultural, and environmental factors affect community and population-based health? What will your role be in effecting positive change? Although we will look to theory and research to help answer these and other questions related to the topic of change leadership in healthcare, we will also be asking “how do we apply this in real world settings?” I hope you find the course engaging and useful. I look forward to learning with you! Before the start of the spring term, each student will find their own community project/partnership. Each student must have a pre-arranged partnership BEFORE the first day of spring term. Through class discussions, practices, reading, and self-observations, students will explore the meaning their work has for both themselves and for the community. Students will complete a written report and presentation regarding an issue within the field of health or healthcare. Students may work with a mentor in public health education or health policy, public affairs, social service, or other healthcare environment in which the student is qualified.

**Healthcare Disparities: Will the Doctor see you now?** (SP)
Rajiv Sharma, sharmar@pdx.edu
Primary care has been identified as a key component of the US healthcare system because of its ability to deliver improved health at a reasonable cost. However, disparities in access to primary care based on race/ethnicity and insurance type, among other characteristics of patients, are well documented. Students will contribute to an ongoing research project on access to healthcare. Participants will have an opportunity to reflect on their own experience with the healthcare system as well as collect, analyze and disseminate information on access to primary care in the US. No prior research experience required. Results will be presented to Kaiser Permanente Center for Health Research.

**Hunger: PSU and Portland** (SUM, F, W, SP)
Julie Boyles, jboyles@pdx.edu
When you hear the terms "hunger" or "food insecurity," you may not think of college students and a university setting, but a significant percentage of college and university students are struggling with challenges to meet their nutritional, quality, and quantity food needs. This capstone delves into the reasons and potential...
solutions for students to meet their food needs while staying enrolled in college. Our course partners with PSU's Committee for Improving Student Food Security (CISFS), a task force that helps guide sustainable food security solutions for our campus. We also work with Potluck in the Park, a 25 year old nonprofit that feeds 400-850 guests every Sunday, rain or shine. Students also provide service in the PSU Food Pantry to gain further perspective on this challenging topic.

**Indigenous Grantwriting** (F, SP)
Nariyo Kono, nariyo@pdx.edu

In the online Capstone course Indigenous Grant Writing, students work collaboratively in teams to research and write grants, and to understand the issues of Indigenous communities. Students gain an understanding of collaborative work and the importance of equal participation from every team member. Students examine the role of non-profit organizations in addressing social, ethical, and political issues. They also consider the role of funding and philanthropy as it relates to non-profits, gaining a better understanding of why organizations rely on funders and donations to function. Finally, students consider the impact of colonization on Indigenous communities. Through discussions on current issues and exposure to media that reinforces Indigenous culture, students are challenged to consider their own relationship to Indigenous cultural sustainability. Among a number of other grants, Capstone students have successfully helped Wisdom of the Elders acquire the Multnomah County Community Cable Access grant (at $22,000 for equipment) and the United Way grant ($152,000 each year for three years) for the Discovering Our Story project. Other community partners include Red Lodge Transition Services and the Native Wellness Institute. Please contact instructor for any updates in community partners.

**Japanese/Chinese Language Program for Youth** (W/SP)
Yoko Sakurauchi, ysakura@pdx.edu
Over two terms, winter and spring, Capstone students will work with elementary school programs in the Portland area by assisting the classroom teachers. They will also engage in activities to promote foreign language education for young children. The class addresses various issues concerning language learning and teaching, learning styles, language policies, Japanese/Chinese culture and diversity. Completion of JPN/CHN201 is strongly recommended although it is not a requirement.

**Juvenile Justice** (SUM, F, W, SP)
Deborah Smith Arthur, debs@pdx.edu
This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Students work together to facilitate a writing/art workshop in juvenile detention. Through your work in the detention facility, as well as through supportive academic activities, you will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks and department approval are required for participation in this Capstone; prior to registration, students must complete and submit a background form. The form is available in University Studies, 117 CH, and is returned there as well.

**Leadership and Educational Equity** (F, SP)
Sarah Bunton, sbunton1@gmail.com
This highly interactive course explores the conceptual intersections of educational equity,
social responsibility, and leadership capacity development. Using a tiered leadership model as a frame for these concepts, and with a foundation emphasizing education as a key influence on an individual’s social and economic future and opportunities, this class partners with a Portland public high school. Throughout the term, PSU students have opportunities to develop their own leadership behavioral repertoire though serving and supporting high school students in advising, tutoring, mentoring, and training capacities, all while reflecting on related topics like self-awareness and social change with classmates. A free Portland Public Schools background check is required for this class.

**Leadership and Mentoring (SUM, F, W, SP)**
Joseph Wightman, josew@pdx.edu

This course explores education as a key influence on an individual’s social and economic future and provides opportunities to contribute to the educational process in a leadership capacity. Through course material, Capstone students are exposed to leadership development, theory, and skills. During service activities like tutoring and mentoring at Rigler Elementary and Sabin K-8, PSU students will be challenged to use and develop communication, relationship-building, and leadership skills. Each student will mentor or tutor at one school throughout the term and, using those experiences as a foundation for discussion and reflection in class, will explore educational capital, social responsibility, and leadership. A current PPS background check is required for this class.

**Learning from Persons with Disabilities: Mt. Hood Camp Kiwanis (SP/SUM, SUM)**
Ann Fullerton, mhkc@pdx.edu

NOTE: This course requires an application for registration. CRNS are provided after you apply. You can pick up an application at (www.pdx.edu/sped/kiwanis).

Human diversity includes the variety of abilities and disabilities we all experience. In this Capstone, students learn how the lives of persons with significant disabilities are similar and different than their own. They examine the challenges and needs of persons with disabilities and their families in society. While working as student-counselors in a residential camp located near Mt Hood, students expand their awareness, knowledge, and skills for interacting with and supporting persons with a variety of disabilities. Working in smaller groups and under the supervision of qualified staff, students use teamwork and communication skills to support each other and campers in a range of outdoor recreation activities. The two-week practicum portion of the course enables students to strengthen their personal and professional development.

**Learning Gardens, Community Engagement, Sustainability (SUM, F, SP)**
Lukas Maurer, lmaurer@pdx.edu
Denissia Withers, denissiae@gmail.com

In this Capstone, students will explore and participate in the concept of “community food security” through community engagement and learning gardens. Class time will focus on issues of community food security and ways to create food justice through community engagement and learning gardens. Students will work with a variety of people and organizations partnered with the Learning Gardens Laboratory. Instruction is designed so that students will able to practice skills needed to serve the community partner, and to foster community building and engagement, interpersonal communication, critical thinking, organization, creativity and collaboration. Students will examine community service learning through the lens of “sustainability leadership.” We will also participate in hands-on gardening activities in the Lane Family Garden and reach out to members of the Lane Family Garden community to develop community partnerships that address food security issues. The final projects focus on a market farm stand and outreach project to raise the visibility and community awareness of the impact the Learning Garden Laboratory has in SE Portland. First Class meets On Campus, see class schedule for room listing, Off Campus classes located at LGL in southeast Portland, directions TBA first day of class.

**LGBT Seniors (SP)**
Molly Gray, mcg@pdx.edu

Older Americans have been witness to great social and political changes in the lives and acceptance of LGBT people in American society. As the Stonewall generation of boomers near their later life, is estimated that as many as 7 million older adults will identify as LGBT by 2030. These
seniors face unique challenges in accessing the care and rights that enable them to age with dignity and stability. For many LGBT seniors, recent research has marked a disconcerting trend of going "back into the closet" for fear of intolerance and survival in senior housing, assistance and care facilities. This Capstone will examine those issues related to aging, homophobia, and social justice academically and in service learning with the local organization Gay & Grey, a program of Friendly House in NW Portland.

**LGBTQ History (W, SP)**
Patricia Young, younghst@Spiritone.com
Learn about local queer history from the folks who paved the way and help preserve their stories. Our community partner is the Gay and Lesbian Archives of the Pacific Northwest (GLAPN). Help GLAPN save our history by doing an oral history/interview of an elder member of the community. GLAPN selects the folks you'll interview. Students will work in pairs for the interview. Before you do the interview, you'll learn about local queer history including anti-gay ballot initiatives, early gay-rights groups, and social groups. You will also examine original sources such as old newspapers, fliers, newsletters and such. You'll discuss the advantages and disadvantages of using oral histories and original sources to save local queer history.

**Linking the Generations (SUM, F, W, SP)**
Cindy Koonz, palmerc@pdx.edu
Students will engage with older adults to complete a variety of life history projects. Students will address their assumptions and stereotypes toward the aging population and will reflect upon personal barriers and successes in the intergenerational communication process. Communication issues will be addressed in the areas of intrapersonal, interpersonal, and intercultural communication. In addition to the community work, the course will focus on interdisciplinary discussions, lectures, and activities to increase awareness of the older population. This is an evening course with travel to off campus site and a background check required. Fingerprinting also may be required. Contact instructor (teachcin16@hotmail.com) upon registration to complete paperwork prior to start date. Processing can delay work in the community.

**Math and Society (SP)**
Joyce O’Halloran, joyce@pdx.edu
Do you want to have fun and satisfy the University Studies Capstone requirement? If you have completed the 300-level math major/minor requirements, you have the background to appreciate how mathematics lives in the real world: number theory and ATM's, groups used to solve differential equations, ring theory in geometry, algebra in physics—the possibilities are endless!! Ironically, you live in a society where mathematics is at the foundation of many aspects of your lifestyle, but it is socially acceptable to avoid learning mathematics. In "Mathematics and Society," you will examine the impact of math avoidance on marginalized populations. Your contribution to counteracting this trend will be to share your mathematical enthusiasm with high school students through presentations at high schools or after-school programs.

**Medieval Portland (SP)**
Anne McClanan, anne@pdx.edu
This capstone will investigate the diverse objects from the Medieval and Early Modern periods (c. 1000-1750 CE) located in the Portland Area. A particular focus on understudied material in the John Wilson Special Collections of Multnomah County Library, which provides an invaluable cross-section of the transition from the manuscript to the printed book. No background in art history is needed, but strong research and writing skills are required. Knowledge of a foreign language is also helpful.

**Meditation for Global Healing (SUM, W, SP)**
Julie Porter, jporter@pdx.edu
With meditation as our framework, we will explore the concept of personal healing and awareness as a foundation for global healing. Meditation is a practice that encompasses a philosophy of living with a quiet mind, open heart, and in service to others. This capstone provides an opportunity to explore ancient Chinese philosophy, personal healing, and social responsibility within the context of a mindfulness practice. Working with a community partner gives you the chance to be of service to people who are
homeless in Portland and learn about their needs and your engagement in the context of the course material. Students will have the opportunity to acquire knowledge of Qigong and meditation form and philosophy. Investigate the concept of personal and community healing from the perspective of this ancient Chinese practice. Coordinate with community partners to create your service learning experience. Condense acquired knowledge into a community event. Utilize mindfulness principals in the class / team environment.

**Mentoring and Empowerment at NAYA**  
(SUM, F, W, SP)  
Anmarie Trimble, atrimble@pdx.edu  
This class is an opportunity to explore hands-on the complexity surrounding education, equity, and empowerment, with a specific focus on collaborative peer tutoring and mentoring. Our community partner in this endeavor is the Native American Youth and Family Center (NAYA). At NAYA, you will have the opportunity to interact with bright youth from diverse cultures and work with them on improving their academics and future prospects. Capstones will collaborate with their Capstone peers, NAYA students and staff in NAYA’s after-school Learning Center or in their Early College Academy high school. This course examines the role of cultural difference, connection and reconciliation, and empathy in the learning relationship through in-class dialog, engagement with diverse texts, weekly written reflection, and the practice of tutoring and mentoring youth. To be effective tutors and mentors, you will be expected to gain background in the history and experiences of the community we’re working with, but also be open to examining how your own background shapes your educational and other social experiences. We will therefore need to examine our own assumptions, biases, and learning around issues of poverty, privilege, race, class and other relevant social and historical factors.

**Metamorphosis: Inside/Out** (SP)  
Deborah Smith Arthur, debs@pdx.edu  
How do I transform my own life? How do I transform my community and the world? This course provides an opportunity for a small group of students from PSU and a small group of students incarcerated at MacLaren Youth Correctional Facility (MYCF) to work together in a structured peer and collaborative learning environment to address these questions. Each week, 12 PSU students and 12 incarcerated young men will meet at MYCF in Woodburn. Students (both outside PSU and inside students) will examine their own perceptions about personal and social transformation, and examine and develop their perceptions of themselves as agents of change. Together we will study historical and contemporary examples that will help us understand personal transformation and social change. Participants will have the opportunity to gain a deeper understanding of a variety of social justice issues through readings, film and discussion. Additionally, as a whole group, students will decide upon and complete a community-based learning project, addressing a social justice issue agreed upon by the participants. All students (inside and outside) will have equal ownership of and participation in the project, and will thus contribute to the positive transformation of themselves, their community and the world. This Capstone requires departmental approval. A meeting with the instructor and background checks must be completed prior to approval and registration.

**Middle School Equity and Inclusion** (SUM)  
Sam Gioia, gioia@pdx.edu  
Migrant Children is a six-week hybridized capstone offered once per year. Through text and community engagement PSU students will observe and reflect on race, language, and class privilege as they are encountered by immigrant children and their families. The community-based learning will be classroom assistance in Beaverton School District’s summer program for multilingual youth. Capstone students will support classroom teachers at Five Oaks Middle School one day per week, from 9 to 2, for four weeks. Alternate classroom times later in the afternoons with high school students may be arranged. This course will provide powerful background knowledge for students majoring in the Social Sciences, Gender and Ethnic Studies, as well a pre-professional programs such as Child & Family Studies, Social Work, Speech & Hearing, Law, and Health Occupations.
Mobilizing Hope: Engaged Spirituality (SUM)
Deborah Smith Arthur, debs@pdx.edu
This course asks each participant to examine and discuss their own spiritual beliefs, and use that reflection as a springboard for social justice activism on an issue of their choosing. All students are welcome - those with a solid faith tradition, and those with none - and anywhere in between. Each student will develop their own partnership; each partnership and project must be approved by the Instructor. Students will have the opportunity to create meaningful relationships with their chosen community organization/partner, further explore their own spiritual belief system as related to social justice, become familiar with a variety of faith traditions, and affect positive social change. The Instructor is available to suggest possible community partners, and to support and facilitate development of partnerships. Instructor approval is required prior to registration. The class portion of this Capstone is fully online; students will determine the nature of their community based learning with their community partner.

Multimedia Production Team (SUM, F, W, SP)
Robert Bremmer, bremmer@pdx.edu
The Multimedia Production Online Capstone addresses community issues and needs by developing educational interactive online media. Continuously taught since 1999, the class has undergone adjustment to the changes in technology - from output on CD-ROMs and video, to web pages and blogs developed entirely by teams of students working completely online and working remotely, from around the world! Each term students attend the class online, and learn new skills to combine to their existing skills while building a separate website and blog for a specific community issue. Since the community issue must be addressable and useful in communities where the students live - which may be anywhere, and has been as far as Germany and China and South America - we focus on sustainability - with emphasis on the balance between Economic and Ecological activity.

Natural Food Industry (SUM)
Pedro Ferbel-Azcarate, pedro@pdx.edu
This Capstone investigates sustainable food systems from producer to consumer, with a focus on the business practices of food cooperatives. We will work with our community partner People's Food Cooperative on projects related to health and nutrition, farmers markets, local and equitable food distribution, food justice and ethical business practices.

Performing Arts Advocacy (F, W)
Suzanne Savaria, savaria@pdx.edu
The arts play a critical role in stimulating creativity and in developing vital communities. They have a crucial impact on our economy and are an important catalyst for learning, discovery and achievement in our county. In this course we will examine what it means to advocate for the arts and define our roles as advocates. We will explore the world of arts advocacy and arts education and gain a deeper understanding of how to better sustain a healthy arts community. We'll take part in community service through partnerships with performing arts organizations such as Portland Center Stage and The Red Door Project and advocacy organizations like The Right Brain Initiative.

Philosophy for Children (F)
Alexander Sager, asager@pdx.edu
Philosophy for Children (P4C) programs promote the development of critical thinking, metacognition (thinking about thinking), and ethical and social responsibility through philosophical inquiry. In the P4C capstone, students will learn about best practices in P4C and discuss the practical and philosophical issues of teaching philosophy to K-12 students. Course work will include researching and developing P4C activities and materials, collaborating with Portland-area teachers, leading K-12 student discussion on philosophical themes, and documenting activities. Portland State University will also be hosting the first Oregon High School Ethics Bowl in January and the Philosophy for Children Capstone offers the opportunity for PSU students to organize the event and to serve as team coaches.

Portland's Water (SUM, F, W, SP)
Catherine Howells, chowells@pdx.edu
This course is designed to give students an opportunity to learn about tap water and create community outreach products for the Portland Water Bureau. Our community partner for this
class is the Portland Water Bureau. This class will focus on the Bull Run Watershed (the source of Portland's drinking water) and the work of the Portland Water Bureau -- how they deliver our water to our taps. We will learn about the history of the water system, the delivery system, water quality, regulations, current issues, and other topics that peak our interest during the term. The class will work with the Water Bureau to develop community outreach products to inform our fellow citizens about our water system.

Queer and Trans Youth  
(SUM, F, W, SP)  
Molly Gray, mcg@pdx.edu  
It is estimated that 1 in 10 individuals identify as a sexual minority. Often an already challenging stage in identity development, gay, lesbian, bisexual, transgender & questioning (LGBTQ) youth face a set of issues unique to their daily lives. We examine the paths sexual and gender minority youth navigate in society, exploring such questions as: What challenges do LGBTQ youth encounter? How do they cope, survive, find understanding & celebrate themselves amidst homophobia and intolerance? How do LGBTQ experiences vary across difference such as race, ethnicity, class, religion, gender and expression? Has the growing strength of political mobilization and visibility of LGBTQ issues affected and/or included the needs of youth? How can youth needs be brokered by social services, families, and the community at large? Our community partner will be the Sexual Minority Youth Resource Center (SMYRC).

Racial Equity in Oregon: Housing  
(SUM)  
Kristin Teigen, teigenk@pdx.edu  
This Capstone partners with the Urban League and the Community Alliance of Tenants (CAT) to confront housing disparities and strengthen the voice and influence of communities of color in Multnomah County, Oregon. Students will learn the history of communities of color in Portland while engaging in programs with the Urban League and CAT to expand renter's assistance programs and support those who have been newly housed. Students in this course will learn how to write grants, create communication tools and conduct marketing campaigns. These skills can very easily be translated to working professionally in a nonprofit organization!

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Refugee Resettlement  
(SUM)  
Andrew Reed, areed@pdc.us  
Classroom topics will include immigration, socio cultural behavior, and workforce development. Students will assist a non-profit workforce development or social services agency. Outside of class, students will tutor or teach ESL for immigrants as they transition to life in the U.S, or complete other projects related to immigration. Students will learn the following: how to write a successful resume; an understanding of the political, social, and economic implications of immigration in the United States; the understanding and ability to participate in cross-cultural communication; and how to think critically about social responsibility as it pertains to living in a culturally diverse world.

Refugee and Immigrant Youth  
(F, W, SP)  
Andrew Haley, andrewH@irco.org  
The project will work alongside Immigrant and Refugee Community Organization, a non-profit that provides culturally specific social services. Students will address needs affecting the field of refugee and immigrant settlement in East Portland, such as researching best practices in overcoming linguistic and cultural gaps between communities and institutions, and/or meeting other needs as identified by the organization to further their success in one of Portland's highest need communities.
Reporting Live (F, SP)
Kate Kangas, kangask@pdx.edu
Reporting Live is a Capstone course designed for PSU study abroad students and connects them with Oregon middle school classrooms via interactive blogs. The course is grounded in peace journalism, engaged pedagogy, and intercultural competence theory, and consists of four main components: a pre-term orientation, ten weeks of blogging, online coursework, and a final celebration in which students visit their assigned classroom in person upon re-entry (or online if still abroad).

Research and Society (SUM)
Mitch Cruzan, cruzan@pdx.edu
The objectives of Research and Society are: community service with an emphasis on the sciences and your research interests; Learning to communicate scientific material in various media to professional and lay audiences; Higher level thinking about questions about scientific processes & ethics—synthesizing knowledge; and, preparation to complete undergrad work and enter grad school and the workforce.

Research Experience for Science Majors (W/SP)
Erik Bogedom, bodegom@pdx.edu
This Capstone takes place over the winter and spring terms. Students enrolled in Research Experience for Science Majors will develop an understanding and appreciation for scientific, societal, economic, political, and ethical dimensions of physics. This will be accomplished through the initial weekly readings and subsequent discussions of overarching publications on the subject of the role of science.

Rise for the Planet (W)
Celine Fitzmaurice, celine@pdx.edu
This course will focus on the issue of climate change and individual steps we can take to respond to this global problem. In partnership with a variety of local climate action groups, we will learn about a diverse set of responses to this pressing issue and take steps to address climate change. Students in this course will be encouraged to reflect on their own identity and skills to determine a meaningful response to the issue.

Science Inquiry Outdoor Classroom (F, SP)
Richard Hugo, hugo@pdx.edu
In this course you will volunteer as a Science Mentor helping to lead inquiry-based outdoor investigations for K-12 students. Our educational approach is based on following student curiosity rather than leading prepared presentations. No science background is required. The primary skill you will gain is the art of communicating through a Socratic dialogue. You will also learn some basic outdoor skills, local ecology and environmental management, and the realities of the public education system. Several of your "field" days will be in school classrooms, preparing students for their outdoor experiences. For this reason you will be required to complete a criminal background check before the course begins.

Social Justice in K-12 ED (SUM, F, W, SP)
Zapoura Newton-Calvert, zapoura@pdx.edu
Since the implementation of the No Child Left Behind Act in 2001, the “achievement gap” has been at the forefront of discussions about school equity. The public has been tuned into this so-called “achievement gap” alongside shocking high school dropout rates, lack of access to equitable early childhood education, public disinvestment in the education system, disparities in access to higher education, and more. According to the Children’s Defense Fund’s 2012 State of America’s Children Report, the gaps (more accurately and truthfully described as opportunity, wealth, or access gaps) between high and low income students is 30-40% greater now than a generation ago. This same report details that a lack of access to early childhood education can lead to 25% of at-risk youth dropping out and 60% never accessing higher education. This study goes on to state that while 76% of high school students
Social Movements (SP)
David Osborn, dosborn@pdx.edu
Social movements have shaped the world we live in and are one of the most important sources of social change. They often organize to address issues of inequity, oppression or prejudice in local, regional, national and transnational spheres. They arise to address factual situations: the number of people without health care, levels of air pollution, racial profiling, unemployment, deaths in war or the destruction of the environment. However, facts alone are not sufficient to create social change. Narratives are needed to provide the stories that inspire, give meaning and unite motivation, strategy and action. Course participants will investigate understandings of social movements, including forest defense and ecological movements, and the role of narratives in social change. Students will work the community partner, Bark, to explore the evolution of (1) our relationship to forests and the environment in the Pacific NW and (2) narratives about that relationship, forests and activism. Students will assist Bark in their community-based work to protect the Mt. Hood National Forest.

Spain Capstone - Discovering Spain: A Sense of Place (SUM)
Suzanne Savaria, savaria@pdx.edu
Discover Spain: the diverse regions, cultures and people. In this course we will immerse ourselves in the culture and study the history of Spain using music as a lens whenever possible. We’ll visit unique regions that offer insight into the vast diversity that defines this fabulous land. This 6-credit course is taught in English and can be taken for Senior Capstone or Music history credit.

Spain Capstone – Zamora – Spain, Society and Culture (SUM)
Laura Mulas, mulas@pdx.edu
This service learning experience is designed to immerse students in Spanish culture and society by collaborating with a nonprofit social service based organization in the province of Zamora, in the region of Castilla y León, Spain. Students will lead or assist small groups of at risk young adults (ages 13-17) in organized activities. They will also collaborate with the service site to better existing programs and help create new activities as directed by the community partner. Potential classes that students will assist or lead:

- Structured educational workshops: pre-labor skills, interviewing skills, English classes, grammar classes and other formative classes.
- Art and Craft classes that produce products that the participant can sell during the seasonal fairs that are common in the community.
- Recreational classes and outings for stress relief and team building.
- Cultural outings- to learn more about history and culture.

Story, Portrait and Civic Action (W, SP)
Katherine Kangas, kangask@pdx.edu
This online course explores how civic action, and the process of story finding and telling through the medium of digital portraiture, as inspired by Humans of New York, can effect change in our community. Each student is expected to volunteer thirty hours with a community organization of their choice over the duration of the term. Positions must be arranged before the term begins. Over the course of the term, students will be expected to photograph and interview three to
four people with whom they come in contact while volunteering at their respective sites. Students will submit a portfolio of their favorite portraits, paired with compelling excerpts of their interviews, as inspired by Brandon Stanton’s ongoing Humans of New York project. These will then be published on a course Instagram account, and made available to our community and the public at large. Not only will the project showcase the great spectrum of volunteer work and civic action that our students are participating in and contributing to, but importantly, this work will be humanized with particular stories, voices, and faces. The objective of this project, and indeed, this entire course, is to shift perception from “their issues and problems” to “our issues and problems”. Until we see ourselves in those around us, we are ill-equipped to make the world a better place.

**Strengthening Headstart** (W, SP)

Katie Kissinger, mkk2@pdx.edu

Head Start is this nation’s largest investment in young children to date. It is also one of the few remaining efforts from the 1960’s "War on Poverty".

Students will: Review data and documentation of the historical successes and challenges of Head Start, analyze and reflect on the impact it has had in communities, engage in a qualitative/participatory research project, design a collective action project in conjunction with Head Start community participants that will enhance or improve the health, and growth or justice in that Head Start Community.

Students will learn about and then engage in a qualitative/participatory research process from the Popular (Laboratory) Education model used by the Highlander Education and Research Center.

**Summer Youth Enrichment** (SUM)

Zapoura Newton-Calvert, zapoura@pdx.edu

This summer, we will be working as tutors/mentors with the 6-week summer program of Upward Bound on the P.S.U. campus. We will be part of the summer session of this college preparatory program offering assistance to approximately 90 low-income and first generation high school students. 98% of participants ultimately graduate from high school, 95% of participants enter college after high school graduation, and 80% of our high school graduates since 200 are still in college or have graduated. Capstone students will fulfill a variety of roles depending on their academic interests/skills and outside interests/skills. In the past, students have worked one-on-one with students to support their classroom learning, with small groups inside a classroom, and with special projects. A detailed list of available roles will be emailed before the term begins. This is a long-standing partnership with a lot of rich possibilities for teaching and learning!

**Sustainable Food Systems and Educational Farms** (SUM, F, SP)

Megan Hubbs, greenfarmmama@gmail.com

The time is ripe to be part of the growing sustainable food movement! This class addresses the current food issues that face urban citizens by holistically engaging students in the many layers of Portland’s local food and farm culture. Students will critically analyze the state of our current food systems while being engaged in positive solutions to agricultural-related issues. The community partner and classroom is the Learning Gardens Lab, where students will gain hands-on farming experience, experientially explore their personal connection to food and the land, participate in the Learning Garden programs, and positively contribute to food security in our greater community.

**Sustainable Living** (SUM, F, W, SP)

Amy Minato, aminato@pdx.edu

In light of looming environmental crises, what can individuals do to change direction? In this course we collectively examine our society to determine which cultural values support, and which inhibit, sustainability. Working with established green teams and enrichment programs, students develop and facilitate sustainability activities for youth. Our partner groups, The Northwest Earth Institute (NWEI) and the Center for Earth Leadership (CERL) empower individuals and organizations to transform culture toward a sustainable and enriching future. Class discussion centers on the first two books in the Northwest Earth Institute series, Voluntary Simplicity and Choices for Sustainable Living. Each student creates an eco-kit on a theme of his/her choice on sustainability to be distributed to Portland schools and beyond. Participating students will be required to pass a criminal history background check.
Tutoring Adult ESL (SUM, F, W, SP)
Michelle Culley, mculley@pdx.edu
Capstone students will work with adult English as Second Language learners for 2.5 to three hours a week at local community colleges (locations and times vary). Capstone students must be proficient speakers of English but are not required to be native English speakers. Coursework involves strategies for tutoring ESL/ABE, intercultural communications, and issues pertaining to immigration. Students must contact Michelle Culley (mculley@pdx.edu) prior to registration.

Water Scarcity (SUM, F, W, SP)
Andrew Reed, areed@pdx.edu
The project will work alongside Water4 Foundations, a non-profit that is focused on water scarcity issues. Students will address needs affecting the field of water scarcity. The Water Scarcity Capstone will assist in addressing the needs and goals of the partner organization. The first project scope will occur as detailed in the letter of intent from the Water4 Foundation.

Whole Systems Living in the Columbia Gorge
David Hall, deh@pdx.edu
Partnering with the Little White Salmon Biodiversity Reserve (LWSBR), participants will help tend farm and forest lands while exploring relationships among science, culture, stewardship and community development. LWSBR is committed to providing a place-based, systems-aware learning environment while serving community well-being and ecological health. Time will be split between campus meetings and two overnight site visits in the Columbia Gorge. Students will create multimedia materials to support LWSBR’s social media outreach, fundraising, and educational mission. Site visits are scheduled for July 6-8 and August 3-5. Once a week on-campus meetings Thursdays from 12-1:50pm over the 8-week Summer Session. Oh, and there will be goats! Complete this short form if you’re interested and would like to be kept in the loop.

Women’s Prison Gardens (SUM, F, W SP)
Deborah Rutt, debrutt@pdx.edu
Students in this Capstone will review, research and reflect on the impact of the incarceration of women, the unique needs of female inmates and the diversity of individuals in correctional facilities through structured activities, required readings, video, dialogue and reflective writing. Through the study of existing prison garden programs, students will develop a model for a garden program at Coffee Creek Correctional Facility and identify available resources and potential community partners. Working in teams, students will create a presentation on one aspect of a prison garden program. Students will have the option of working in the prison garden to meet the community service requirement of this course. The facility is 20 minutes from Portland and carpooling will be available. Any student wishing to work in the garden will be required to fill out a form for a Department of Corrections background check during the first week of class. Students choosing not to work in the prison garden will be asked to complete other service work related to the class topic.